

## Access, Equity and Opportunity

*We know what 4-H can do in the lives of young people. Now, more than ever before, we must ensure that 4-H serves all communities by providing equitable access and opportunity for all youth, volunteers and staff. We must be aggressive in reaching unserved, underserved, and under-represented children and their families and in leveraging our extensive networks and technology to help people make decisions and solve problems.*

### **Goal 1:**

**Extension and 4-H will develop an ethic of access and opportunity for all youth.**

*Alaska*

## **Team Venture**

### **Situation:**

Homer is a small city of 5,000 residents predominantly white and Russian immigrants, whereas across the bay there are Native villages that are predominately Native Alaskan. The location of those villages isolates the Native people from those on the Peninsula. Ethnicity and cultural differences create barriers. Misunderstandings have also contributed to the barriers between these groups of people.

### **Program Description:**

Team Venture began as a pilot program the summer of 2001 targeting youth 10 – 18 years of age of the Homer/Kachemak Bay area. The camping was primarily located in Kachemak State Park. This program was developed in a collaborative effort with Alaska State Parks, Homer Kachemak Bay Rotary, National 4-H Council and Deft, Inc. in response to the following needs:

- Devastation of Alaska's forest due to the spruce bark beetle infestation.
- Lack of summer activities for the youth of Homer and the Native Villages of Port Graham and Nanwalek
- Need for cross-cultural awareness and sensitivity
- Need for the development of leadership, communication and team building skills in youth

This program gives youth from Homer and from the Native Villages of Port Graham and Nanwalek a chance to camp, hike, kayak, exchange cultural backgrounds and build relationships. Unfortunately, weather prevented the Native youth from joining the group last year, but 12 youth from Homer were able to plant 6 eight-foot paper birch trees at Halibut Cove Lagoon in Kachemak State Park.

This year Team Venture was expanded by conducting three 5-day trips across the Bay. Each trip had 10 youth, 5 from Homer and 5 from the Native villages of Port Graham and Nanwalek. 500 yearling spruce trees and 44 pine trees were planted in the park. Kayaking, low impact camping, rock climbing, study of Alutiiq culture, team building and nonviolent communication skills through games and discussion were also part of each trip.

The trips were led by two adults and a youth. They worked together to organize and implement each phase of the trips. The umbrella organization for Team Venture is Choices for Teens, a youth/adult partnership serving youth with a variety of programs one of which is 4-H membership and activities. Their board of directors is half youth. Youth are involved in all levels of planning, implementing and evaluating their projects.

**Stakeholder Satisfaction:**

The combined FTE commitment for Team Venture was: 1.0 for the Camp Director and: 1.2 for the two assistants (1 youth and 1 adult). 3 five-day trips were conducted in Kachemak State Park consisting of an equal distribution of Native Alaskan and Caucasian youth. Each trip began with a Cultural Scavenger Hunt at the Pratt Museum. The teens searched the Alutiiq Exhibit for cultural clues. They camped overnight at the Jack Gist Recreational Park in Homer to check their equipment. The next four days were spent across the bay at Halibut Cove lagoon where they planted trees, rock climbed, kayaked and hiked. They participated in team building activities that promoted cultural exchange and development of positive communication skills.

Participant and stakeholder satisfaction is indicated through the enthusiasm and good will generated by the collaborative efforts of all concerned. The youth had a great time, gaining a sense of self worth for being able to give back to nature, and forging new friendships between their isolated communities.

**Accomplishments and Impacts:**

Since its pilot program last summer, Team Venture has impacted 45 youth from Homer, Port Graham and Nanwalek and 6 adult supervisors/chaperones. Collaboration between Homer and the Native Villages has fostered goodwill, promoting an increased sense of connectedness between our otherwise isolated communities. Due to the nature of this program, future collaborative efforts will be possible to continue to build bridges of friendship and understanding between differing cultures. Financially challenged youth who would never have had the opportunity to go to the State Park, rock climb or kayak were able to experience the adventure of these sports.

**Resource Commitment:**

National 4-H Council with Deft Inc: \$1,000  
Center for Mental Health Services and Department of Health and Human Services: \$5,000  
Alaska Department of Parks and Recreation: \$10,410  
Homer Kachemak Bay Rotary: \$400

**Collaborators:**

Alaska State Parks; Port Graham Safety Officer, Port Graham Village Council, Homer Air; Mako's Water Taxi; Pratt Museum, Kachemak Bay Rotary

**Contact Person(s):**

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**Base program areas to which this program applies:**

4-H Youth Development

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*Colorado*

## **Challenge Colorado Therapeutic Riding/4-H Program**

**Situation:**

In Fall of 2000 a BOCES (Board of Cooperative Services) special education instructor was looking for additional ideas to help with educational programs for students with disabilities. Hippotherapy, or therapy on horseback, has been known to assist in the remediation of various disabilities.

**Program Description:**

Challenge Colorado Therapeutic Riding/4-H Program began with several meetings with the special education staff at Monte Vista High School. Participating partners discussed services that could be provided and commitments were finalized.

Participating students are bussed to the indoor arena at Ski Hi Park in Monte Vista Colorado. During the academic year students meet one time per week. In the summer, students attending the summer program meet twice per week. Students are grouped according to disability. Participants are then moved through a series of steps to prepare them for actually riding. These include getting acquainted with horses, grooming, and balancing activities on a saddled barrel. From this point students begin walking horses, and are allowed to move up based on their skill and developmental capabilities. Currently some students are trotting.

Sessions are divided into leisure or sport riding, and hippotherapy. Severely disabled students work on specific muscle groups, speech, balance and control. At the end of the school year, in April, we have a "Horse Fair" and invite parents, staff and members of the community. Extended services students in the various classrooms select and research a horse-related topic, and develop a display. Students have actually made costumes for display. Students also prepare food items for the fair, related to the theme. Approximately 200 attended this year, when the theme was "America the Beautiful".

Student volunteers from the Delta Center provide additional care for animals on a regular basis. Adult volunteers from the community provide assistance as walkers and lead line staff. All of the horses are donated for the use of the program, and the adult volunteers help to provide usability evaluation of animals.

**Stakeholder Satisfaction:**

This program has been very well received, and all participants have expressed a strong degree of satisfaction. Professional staff, volunteers, and parents of the students have expressed a commitment to keep this program going.

Extension FTE commitment is minimal, school FTE commitment is quite extensive.

Weekly meetings last for most of an afternoon; additional classroom work is part of the program when warranted by subject matter. This program provides an opportunity for developmentally disabled students to have an activity that is extra curricular in nature that other students can look up to.

**Accomplishments and Impacts:**

Professional staff members and volunteers determine the appropriate activities that will give measurable results and evaluate all students. Among the 40 + regular participants in the Challenge Colorado Therapeutic Riding/4-H Program, continued monitoring has shown that cognitive, physical and emotional skills have improved.

Skills	Measurement
Cognitive	Students are able to guide and direct the horse and walkers to specific points and through patterns, and to accomplish maneuvers based on commands.
Physical	Students demonstrate increased ranges of motion, flexibility and motor control.
Emotional	Student participation is a privilege, not a right, and understanding that they must earn the privilege by specific acceptable behaviors improves students' emotional skills.

**Resource commitment:**

Specialists (physical, speech, occupational, vision and psychological) are given release time to participate one day a week during the academic school year. All other staffing is by volunteers. Donations and small cash grants cover costs. Most of the 14 San Luis Valley school districts have students involved in, and provide some programming based on the students' involvement. Rio Grande County provides free use of the indoor riding facility and stalls for horses at no charge. Animals for the program are donated; donations and grant money pay for feed. Special equipment, headgear, tack, mounting blocks and ramps have been donated, or obtained through small grants.

**Collaborators:**

- Alpine Vet Clinic,
- Back Country Horsemen,
- Carol Pastore, Speech and Language Pathologist,
- Delta Center,
- High School service clubs(FBLA, Student Council, etc.),
- Joe Henson (farrier),
- Jon Cryer (Physical Therapist),
- Mental Health,
- Monte Vista City Council,

- San Luis Valley BOCES,
- San Luis Valley Dressage and Combined Training Club,
- Schall Chemical,
- Monte Vista Coop,
- Monte Vista Parks and Recreation,
- Monte Vista School District
- Rio Grande County Commissioner

**Contact Person:**

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**Base program areas to which this program applies:**

4-H Youth Development

*Georgia*

## **4-H Down’s Syndrome Initiative**

**Situation:**

Youth can ignore, avoid, and even be insensitive and cruel to those who are different including those with disabilities or birth disorders. Children with Down’s Syndrome are often not included or involved in youth development organizations. The Crisp County Heaven Sent Down’s Syndrome Support Group turned to Crisp County 4-H assistance.

Children with Down’s Syndrome received benefits from 4-H involvement, and traditional 4-H members developed an ethic of acceptance, empathy, and the willingness to give of themselves to others through the Crisp County 4-H Down’s Syndrome Initiative.

**Program Description:**

When a high school student with Down’s Syndrome joined Crisp County 4-H, most of the 25 active members of the club did not understand Down’s Syndrome or know how to relate to those with DS. The Down’s Syndrome Initiative, a multi-faced approach to the access, equity and opportunity situation, was implemented.

Three mothers who are the parents of Down’s Syndrome children volunteered to teach the 4-H members an educational program on “Understanding Youth with Down’s Syndrome”. 4-H youth who received the training were invited to have hands-on experiences with pre-school children born with Down’s Syndrome. Twenty 4-H’ers volunteered and were trained to provide child care during the area Heaven Sent Down’s Syndrome Support Group meetings.

4-H members who volunteered played games, read stories, and interacted with young children with Down’s Syndrome at the monthly support group meetings. 4-H youth worked under the

supervision and direction of adult volunteers.

4-H'ers also made basket liners and put together information baskets that the support group delivered to parents of newborns with Down's Syndrome.

**Stakeholder Satisfaction:**

The Down Syndrome Initiative involved twelve adult volunteers, twenty-five 4-H teens, and six children with Down syndrome. The experience for 4-H'ers included formal training, hands-on activities, the opportunity to develop sensitivity to others, and the desire to be engaged in philanthropic service. A win-win situation was created for Down's Syndrome youth and 4-H members.

**Accomplishments and Impact:**

The Down Syndrome Initiative was very successful, and it impacted the lives of those involved. The high school youth with Down's Syndrome who joined 4-H experienced acceptance, inclusion, and help from the Crisp County Senior 4-H Club. She was involved in meetings, fundraisers, service learning activities, and a weekend 4-H conference.

As an added benefit, the club embraced equity in other areas. The club membership now includes Caucasians, African-Americans, Hispanics, gifted students, and a mentally handicapped student as well as the member with Down's Syndrome.

Youth involved in the Down's Syndrome Initiative ranked themselves high in the personal traits of understanding, caring, and compassion after participating in the activities for six months. One 4-H'er wrote, "I learned that children and teens with Down's Syndrome have the same emotions and needs as other children and teens. You should be friendly, kind, and caring with people who have Down's Syndrome just as you should be with all people. I am very proud to have been part of this project. I believe the things I learned will stay with me for a lifetime."

The response of Crisp 4-H'ers was so great that there was a waiting list of eager 4-H'ers who wanted to volunteer to provide child care and work with DS children. One youth in the Down's Syndrome Initiative became very interested in learning more about the genetic condition. She completed extensive research, wrote a ten minute demonstration, made photos and posters, interviewed DS families, competed at 4-H project achievement, and won first place honors with her project on Down's Syndrome.

**Resource Commitment and Collaborators:**

The initiative was conducted with limited resources but strong collaborative efforts. Collaborating groups contributing to the success of the program were the Heaven Sent Down Syndrome Support Group, parent volunteers, and Pinecrest Center where meetings were held. Local media, including WSST television and the Cordele Dispatch newspaper, provided coverage for the initiative.

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## **Other Base Program Areas This Program Applies To:**

Leadership and Volunteer Development

Family Development and Resource Management

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*New Hampshire*

### **Inclusion of All Youth at NH 4-H Camps**

#### **Situation:**

As defined by the Americans with Disabilities Act, Title III, camps, as public accommodations, are obligated to provide reasonable accommodations for youth with disabilities. In NH, approximately 14.5 % of youth in schools are in special education. These youth are in need of quality summer camp experiences, in both day and residential camp programs.

#### **Program Description:**

NH 4-H Camps have worked closely with school districts and families to support youth of all abilities in its summer camp programs. While many youth who are receiving special education services attend a NH 4-H Camp, through close collaboration with area special education departments and families, twelve campers who are extraordinary fragile were supported during the 2002 season at Bear Hill 4-H Camp. Nine of these campers attended camp with 1:1 aides. All aides attended a pre-camp training conducted by camp staff, during which they toured the facilities, meet the staff with whom they would be working, and reviewed program schedule. The specific disabilities included William's syndrome, Down's syndrome, Noonan's syndrome, and bi-polar disorder.

All campers participated in the general camp activities, with their individual aides and/or camp staff providing the necessary modifications to maximize participation.

#### **Stakeholder Satisfaction:**

Of the twelve campers participating in camp this summer, two successfully attended all eight weeks of camp. One camper attended five weeks of camp, five attended four weeks, three attended one week, and one camper completed 3 days, and went home early due to inability of aide to compete the full week session. For all these youth, successful completion of their enrolled sessions was the strongest indicator of success. The camp staff was able to provide the necessary supports (flexibility in schedule, housing and feeding of additional people, training opportunities, and additional staff coverage).

One collaborating school partner provided Crisis Prevention Intervention training for all camp staff who would interact with their student while he attended camp. Another school district provided additional staff coverage when the camper's needs exceeded the abilities of his assigned aide. Children of two aides participated in the day camp program at Bear Hill Camp.

**Accomplishments and Impacts:**

As a result of program participation, all twelve campers experienced success through completion of the program, making new friends, and appreciation of the out-of-doors. These are children who without the necessary supports in place, would have not been successful at camp. In addition to the successful experiences had by the campers, staff learned to appreciate the diversity these campers brought to the camp environment, and other campers developed a sense of understanding for those different from themselves.

**Resource Commitments:**

School districts providing personal aids, Scholarship dollars from the 4-H Foundation of NH,

**Collaborators:**

Karen Kulick, Special Educator, Dunbarton Elementary School, Dunbarton, NH  
Jolen Aubin, Special Educator, 3 Rivers Middle School, Pembroke, NH  
Mary Beth LaSalle, Special Education Coordinator, Windham School District, Windham, NH  
Ann E. Dolloff, 4-H Youth Development Specialist, UHN Cooperative Extension

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**Base Program Areas:**

4-H Youth Development

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*New Jersey*

## **Family Camp**

**Situation:**

Families who meet any of USDA's poverty risk factors typically have children who are susceptible to a number of negative outcomes such as child abuse and neglect, substance abuse, crime, teenage pregnancy, violence, poor health, underachievement and various other outcomes. At-risk families face many challenges on a daily basis that impede positive communication among family members. Family camp was specifically designed to strengthen at-risk families. Participants were from NJ's identified Children Youth and Families At-Risk (CYFAR) Community Sites, all of which are urban.

**Program Description:**

The weekend Family Camp was developed as a way to combine educational adventure activities with structured recreational opportunities to promote positive family communication. Professional facilitators led the small family unit's educational adventure activities, which were two and a half hours in length, before and after lunch on Saturday of camp. Approximately fifteen hours of recreational free time over the weekend provided families with relaxation and

opportunities to implement skills acquired during the educational sessions. Seven of those recreational hours consisted of structured activities for families who wished to participate. Expected benefits:

1. Increase communication among family members
2. Provide opportunities for family socialization and fun
3. Identify barriers to positive communication
4. Identify values the family feels are important
5. Identify barriers to family values
6. Provide opportunities in which the family may implement values

**Stakeholder Satisfaction:**

.25 FTE commitment to the project included planning, training, and implementing the program. Family camp weekend addressed 22 of the Search Institute’s 40 Developmental Assets kids need to thrive, and 3 of the 15 National Drop Out Prevention Center’s key prevention elements. Because the families learned positive communication skills as a family unit, the changes are longstanding despite only being an annual program. The family as a whole participated in various experiential, hands-on educational activities that challenged individuals to learn about each other, respect each other, and spend quality time learning together in the backdrop of a camp setting for a weekend. The vision was to build on family strengths by reinforcing the importance of the family unit and increasing positive communication among family members. Using adventure-based activities in a specific metaphorical framework, facilitators addressed difficult issues light-heartedly during teachable moments when the family is not in crisis. The program allowed for cognitive restructuring and opportunities to practice newly learned skills through less-structured recreational camping activities. 87.5% of the participants reported that the weekend activities strengthened their families.

**Accomplishments and Impacts:**

Formal youth evaluations suggest that they are more aware of family members’ feelings, family patterns of communicating and of obstacles that “get in the way” of communication.

	Before camp	After camp
My family lets me have my own thoughts and feelings	68%	89%
I can tell by looking when a family member has had a good/bad day	74%	89%
We have set ways of making up after a fight	65%	89%
We interrupt each other a lot	58%	56%

Parents became more understanding, nurturing and enthusiastic with their children as well as better role models. On a scale of 1-5 (5 max)

	Before camp mean	After camp mean
My parents behave the way they tell me to behave	4.00	4.44
My parents listen to my stories and how my day went	3.63	3.67
My family asks me about my feelings	3.16	3.56

Facilitator’s comments: “I was struck by the level of enthusiasm and commitment of the parents and gratified to know that people who had come either last year or the year before had

particularly strong memories of their prior Adventure day. It meant something we had done with them in the past had value for them.”

**Resource Commitment:**

On average, family camp for one weekend experience cost \$200.00 per family of four, which includes meals, lodging, craft supplies and a percentage of costs associated with adventure facilitators and support staff. Phillipsburg Housing Authority has agreed to pay \$25.00 per person towards their residents attending the camp. New Jersey’s CYFAR project has funded family camp for the past three years.

**Collaborators:**

Phillipsburg Housing Authority; Warren County Welfare Department; NORWESCAP; School Based Youth Services; Warren County Human Services Department; Phillipsburg Employment Services; Catholic Charities; Phillipsburg Head Start; Positive Futures for NJ Families State CYFAR Coalition; Rutgers Cooperative Extension Department of Extension Specialists; Rutgers Cooperative Extension Family and Consumer Sciences Department; USDA.

**Contact Person(s):**

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**Base program areas to which this program applies:**

Family Development & Resource Management  
4-H Development

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*Pennsylvania*

## **Roosevelt Day On The Farm**

**Situation:**

Roosevelt School is a Delaware County Intermediate Unit School of 29 students classified as needing physical support and multi-disability support. Ninety percent of the students are wheelchair bound or use walkers and 11 are non-verbal. Several are severely challenged and require one-on-one nursing at all times.

**Program Description:**

For 16 years the Extension agent has been coordinating a weekly 4-H Club meeting on Friday afternoons for these students. The club members elect officers, plan meetings for the year, and complete a variety of 4-H projects, including rocketry, woodworking, entomology, sewing, cooking, candy making and more.

One of the highlights of the program is the yearly trip to the Delaware County 4-H Center where countywide clubs raise their project animals. The Garrett Williamson Foundation provides the facility rent-free for 4-H use. This event always takes place on the first Friday of May, the day before the Spring Fair and Open House.

As the handicapped children arrive, they are assisted in completing a craft activity while they wait for others. This activity, run by the County Teen Council, can be anything from stenciling painter's caps, to sand art or swirl art painting. When all have arrived, the president calls the meeting to order and the pledges are said. School students and 4-H members form buddy groups. This is probably one of the best experiences of the day because the kids really get to know each other. The buddies go for a tour of the barn to see the animals and exhibits that are on display, and several members give demonstrations ranging from sheep shearing to horse grooming to pet care.

After the tour and demonstrations, everyone is loaded up for the hay ride. Some of the children are taken out of their wheelchairs and loaded on a real hay wagon with their buddies. Others are wheeled onto a flatbed trailer and their chairs are braked and tied down. Bales of hay surround the sides and are placed in the middle as well for the buddies to sit on. Following the hayride, interactive entertainment is provided. Some years a storyteller uses the children and life size puppets to make their stories come to life. Clowns, singers, magicians, and jugglers may perform. This year, a special carnival was set up to provide an opportunity for the students to develop some of their life skills through community based instruction. The students were given a play \$10 bill for tickets to a variety of carnival games. Teen Council members and parents operated the various games while the buddies helped wheel the students from game to game or, if necessary, helped them play the games.

The following day is Spring Fair, so each student who is also a 4-H member has two projects that he/she has entered for judging. At the conclusion of lunch, an awards ceremony is held and Grand Champion and Reserve Champion ribbons are presented. Members also receive monetary prizes for their projects. The day concludes with sno-cones for all before they take their buses home.

**Stakeholder Satisfaction:**

Youth and staff from the Roosevelt school have been participating in the program for 16 years. It is the only field trip opportunity that the students take due to the challenging transportation logistics. Since the Intermediate Unit has no busing, all the transportation is arranged by calling 13 individual school districts and getting permission from the transportation directors to drop the children off at the 4-H farm in the morning and to pick them up at the farm in the afternoon.

**Accomplishments and Impacts:**

In addition to being called the best day of the year by both the students and teaching staff at Roosevelt, we have found it is also one of the best days of the year for our 4-H members that help with the program. The 4-Hers look forward to seeing their buddies in future years and develop a sense of understanding and caring for others. There are 29 students/4-H members and 12 teachers and aides from Roosevelt plus another 35 to 40 other 4-H members and parents

participating in the day's activities. Other programs have been developed due to the long-time collaboration with the Intermediate Unit.

**Resource Commitment:**

Financial support for the 4-H program at Roosevelt School is provided by grant money from the Media Rotary club each year. These monies provide for special speakers and performances and for the supplies needed to do the rocketry, woodworking and other projects.

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**Goal 2:**

**4-H will invest in youth and their future by providing equitable access and opportunity to all communities.**

*California*

## **On the Wild Side**

**Situation:**

At a time when test scores are scrutinized, science falls second to reading and math in the school day, especially in low-income communities where test scores often lag. Children who receive formal environmental education are likely to be from middle-income backgrounds where the economic and cultural barriers are negligible. While science education is being squeezed from elementary school curriculum, after-school programs with an academic focus are springing forth across the landscape, especially in economically disadvantaged neighborhoods. These programs are hungry for activities that promote learning in a non-formal context and create an ideal setting for teenage participation.

**Program Description:**

4-H has joined forces with the Sacramento START after school program and the Sierra Club to create On the Wild Side, a program to allow children from economically disadvantaged neighborhoods to learn about the environment and experience the excitement and wonder outdoor experiences provide. Eighty-one percent of Sacramento START students are ethnic and racial minorities, most of whom live in low-income families where education levels are minimal and often English is not the primary language. The project's success is tied to teens who serve as program planners, teachers, and evaluators for the weekend events.

Forty teenagers have been trained in *Project WILD* and *Project Learning Tree*, nationally tested environmental education curricula. The teen teachers then work with adult coaches to plan and deliver overnight camp experiences for the START students. Games, art, stargazing, lake exploration, and hikes introduce concepts like migration, ecosystems, interdependence and habitat. Teens encourage observation and question-asking, important foundations of science. The spirit and energy of the teenage staff creates a fun, engaging learning environment; they have proven very effective teachers and leaders.

**Stakeholder Satisfaction:**

Enthusiastic responses from Sacramento START personnel, teen teachers, young participants and program partners confirm the program's success. Now beginning its fourth year, additional funding has allowed for program expansion. On the Wild Side has served over 350 4<sup>th</sup>, 5<sup>th</sup> and 6<sup>th</sup> grade children through two- or three-day sessions. The retention rate of teenagers is exceptionally high, and they choose to recruit their friends, which testifies to their positive experience. A team of volunteers oversees On the Wild Side with guidance from the 4-H Youth Development Advisor.

**Accomplishments and Impacts:**

On the Wild Side has led to increased understanding about the environment for participants, meaningful civic engagement and feelings of empowerment for teens, and higher quality after school programs in low-income neighborhoods.

*Expanding Knowledge of the Natural World:* A pre-test is given to participants the week prior to their attending camp to assess their knowledge in the environmental concepts to be introduced, followed by a post-test at the end of camp. Additional data are collected through journals the children keep and a closing written evaluation. Data for all three years shows significant differences between pre and post-test scores. Children increase their vocabulary, grow in their knowledge of nature, and became familiar with plants and animals of the Sierra foothills. Data also show that children retain what they've learned from year to year. Concepts like ecosystem and population are complex, but young participants demonstrate understanding such systems. One boy wrote: "I saw a deer, a girl (female) because it did not have antlers. And it was not a baby because it did not have spots. Again I saw one run by. I learned that the more deer, the less habitat. But the more (mountain) lions, the less deer but more habitat for the next year." His conclusions illustrate his making sense of ecological relationships.

*Developing an Enthusiasm for Nature and the Outdoors:* For many participants, On the Wild Side opens eyes and minds to a world never before experienced. It is the first time for many children and their adult chaperones to sleep outside, paddle a canoe, or see a deer in its natural habitat. A variety of feelings accompany these experiences: excitement, wonder, fear, uncertainty, accomplishment. Some children describe being blindfolded on the trust walk as scary; others are hesitant to try the canoe. In the end, the children feel safe enough to take the risks and emerge more confident as a result of the experience. Youth experience their surroundings in new ways. As one girl wrote, "I enjoyed (the) Sound Around (activity) because you could hear different things like birds, bugs and other animals. My favorite place to listen was at the lake. The reason that I liked the lake is because most of the strange sounds were at the lake and the water sound was so beautiful..."

*Impact on Teen Teachers:* Teens are surveyed prior to beginning the planning process and observed throughout the events. They prove effective teachers and are observed not only giving activity directions, but asking probing questions to help children process what they were experiencing. Teens report growing in their presentation skills, their teamwork, and their own knowledge of the environment.

**Resource Commitment:**

On the Wild Side is funded by the Sierra Club Youth in Wilderness Project (\$29,800 over three years), the California Communities Program (\$8,000 over two years). Sacramento START contributed adult staffing for the outdoor living experiences.

**Collaborators:**

University of California Cooperative Extension (program coordination, evaluation); Sacramento START (teen teachers, students participants, adult supervision); Department of Fish and Game (*Project Wild* curriculum); Camp Fire USA (program volunteers, teen teachers); California Communities Project (graduate student intern) and Sierra Club (funding for wilderness events).

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**Base Program to which this program belongs:**

*Georgia*

## **4-H Scholarships Provide Aid to Families**

### **Situation:**

The voices of youth are heard every day as young people participate in youth serving programs. Through the collaboration of the Cooperative Extension Service and other local agencies, many opportunities are provided to young people which make a positive difference in almost every community every day. The 4-H organization is an excellent program for boys and girls in their communities because it provides so many opportunities for kids to participate and become involved in. However, for many families even the bare minimum cost to participate in some 4-H activities and/or events could eliminate kids where family resources are limited and guarded.

4-H summer camp is one of the few expensive 4-H programs that encompasses fun, education, personal enrichment and wholesome development of a young person. A fee that exceeds \$100 customarily proves to be out of reach for many families living in neighborhood housing communities and/or those receiving assistance from the Department of Family and Children Services (DFACS).

### **Program Description:**

To provide the opportunity for all youth in the 4-H program to take advantage of 4-H summer camp and similar opportunities, the Bibb County 4-H program implements a scholarship process which provides assistance through United Way agency funding, sponsorships and/or donations. Through this process youth with limited assets can participate in 4-H activities and/or events at little or no cost to the family.

### **Stakeholder Satisfaction:**

As a United Way Agency, with funds obtained through other means of local support – such as the Macon Housing Authority, the Georgia State Fair Association and private businesses, the Bibb County 4-H Club program offered a variety of opportunities to local youth at a discount. In addition to providing assistance scholarships to kids with special needs and families with limited resources, 4-H programs, activities & events are provided at a minimal cost to help make them affordable to all families.

### **Accomplishments and Impact:**

Through the local 4-H Scholarship Program and with the collaboration and assistance of the Macon Housing Authority, four students from a single parent family received full scholarships (100%) to attend and experience a week of summer camp at Tybee Island 4-H Center during the 2001 camping season. The four youth joined twenty-seven other Bibb County students and volunteers attending camp the week of June 18 - 22, 2001 – many of whom also received partial or full scholarships (minus a \$25 commitment fee). The mother of the family (as well as the 4-H students), was very excited about the opportunity and expressed much appreciation for the camping opportunity and experience. The family scholarship package was valued at \$560.00.

The students who did not receive scholarships also benefitted from a nominal camp cost of only \$140. The week of camp at Tybee Island was shared with other 4-H'ers from Murray and Twiggs Counties where camp fees for these students ranged in excess of \$200.

**Resource Commitment:**

Resources committed to the Bibb County 4-H Club program by the United Way of Central Georgia ranges in amounts from \$9,500 - \$12,500 annually. Additional sponsorships and donations vary according to special requests and program needs.

**Collaborators:**

Collaborators towards 4-H scholarships and additional program funding include:

- United Way of Central Georgia
- Macon Housing Authority
- Georgia State Fair
- Omega Psi Phi Fraternity, Inc.

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**Other Base Program Areas This Program Applies to:**

Family Development & Resource Management  
Community Resource & Economic Development  
Leadership & Volunteer Development  
4-H/Youth Development

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*Georgia*

## **LEADERSHIP WORKSHOP**

**Situation:**

The opportunities for leadership development among our youth are limited to clubs during the school year, recreation leagues during the summer months, and activities in a few of the local churches. Therefore, a one-day summer leadership class was developed.

**Program Description:**

A one-day Leadership Workshop was open to all the 4-H members in grades 5-12 in Bacon County. The four main goals were:

- (1) Introduce our youth to members of the community that held leadership positions,
- (2) Allow the children time to listen to these leaders give insight into leadership qualities and to pass on wisdom they had gained,

- (3) Complete leadership activities that would expand and enhance their leadership abilities, and
- (4) Allow the 4-H'ers to actively tour some of the major businesses in our community.

The workshop began with a tour of the D.L. Lee and Sons Meat Packing Plant. This plant employees over 200 individuals in the community. It is one of our largest employers. The children took a tour of the plant and interviewed Karen McCarty to find out what the company looks for in hiring employees. Following this tour, the children were taken on a walking tour of the new courthouse complex that houses all county and city government offices. While touring the courthouse, the Chairman of the County Commissioners Eugene Dyal spoke about his job and what he had learned about leadership over the years.

He told them how important learning to speak in public was to further their goals in life. He gave marvelous examples of how he had learned what leadership qualities were necessary in his particular job. He stressed the importance of education and the many ways in which being active in 4-H could benefit their lifelong goals. After leaving his office, we proceeded to the city offices where the children met with Magistrates Court official, Sherry Tillman, and learned about the many different jobs handled within that office. The participants talked with local attorney Fred Kopp who shared his ideas about leadership and education. Then on the final part of the tour, City Manager Tom Deen spoke with the 4-H'ers about his job and the need to have certain qualities to accomplish the things necessary to keep a local government in operation from day to day. For lunch, the 4-H'ers were treated to pizza, drinks, and a 4-H cake compliments of the Alma Satilla REMC office. This office employees 85 people and is a regional office for the REMC covering nine counties. After a delightful lunch, the CEO of Satilla REMC, Robert Rentfrow, spoke to the children about leadership and how his participation in 4-H had made such a tremendous impact on his career. Mr. Rentfrow is a Master 4-H'er and believes in the power of 4-H in the lives of youth. At the conclusion of the tours, the 4-H'ers returned to the 4-H office and participated in several activities to bring all that they had seen and heard together. They were given hands on learning activities with scenarios and teamwork exercises to build on the ideas that they had learned while out in the community.

**Stakeholder Satisfaction:**

The adults involved liked the idea of the children “meeting” and “seeing” leaders in person. The evaluation from the children follows:

In the 4-H “Leadership Workshop” I have learned. . .	Almost Always or A Lot
1. To talk and listen when working within a group	81.2%
2. To help group solve problems	81.2%
3. To know it is ok for people to have different ideas	81.2%
4. That everyone on a team should try to understand each other by talking and listening	93.7%

5. To work with others to get the job done	87.5%
6. To know I have several choices when I make a decision	81.2%
7. To look at the good things and bad things about each choice when I make a decision.	75%
8. That after something is done to go back and think about what can be done the next time.	68.7%
9. To listen and try to understand what others say.	93.7%

**Accomplishments and Impacts:**

Although the impact of such a workshop is difficult to measure, we believe that it can only serve to improve the leadership qualities of the young people involved. We also know it is necessary to continue to work on this area to reinforce the learning that took place. It will be interesting to follow the 4-H'ers who participated in the workshop to see what long term effects it will have on their young lives.

**Resource Commitment:**

The only external cost was the donation of lunch by the REMC.

**Collaborators:**

D.L. Lee and Sons Meat Packing plant  
 Bacon County Courthouse Offices  
 Chairman of the County Commissioners, Eugene Dyal  
 Alma City Manager, Mr. Tom Deen  
 Lawyer, Fred Kopp  
 Satilla REMC, Mr. Robert Rentfrow

**Contact Person:**

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*Massachusetts*

**Building Strong Partnerships and Creating A Voice For Youth**

**Situation:**

The UMass Extension 4-H Youth and Family Development Program (4-H) staff has been committed to helping Holyoke, Massachusetts, a city with limited resources, high poverty rate and a large Latino population, progress towards a safer and more secure environment. There are many youth-serving organizations within the city dedicated to helping youth focus on productive, self-enhancing and community-building activities. Previously, the atmosphere

among the various youth service providers was one of competition, rather than collaboration, especially in securing external sources of funding for programs. In addition, there was not a collective voice for youth within the city to help guide decision-making with respect to youth programming.

**Program Description:**

4-H staff has established partnerships and fostered collaborations with and among many of the youth-serving organizations in Holyoke by sharing expertise in youth development and providing resources and support. Because 4-H is often perceived as an external and unbiased entity, 4-H Educators are uniquely suited to this task.

Additionally, the 4-H program evaluator provides technical assistance and consulting to youth-serving organizations. He assists youth service providers in designing and implement strategies that help their organizations enhance their programming and satisfy their stakeholders through more effective documentation of program impacts and achievements.

**Stakeholder Satisfaction:**

In September 2000, 7 representatives from 5 youth-serving organizations in Holyoke were interviewed to assess their satisfaction with 13 different initiatives in which 4-H had provided support, resources, programming and trainings such as leadership development, rocketry workshops, and computer linkages. A total of 159 youth (ages 8-16) and 31 adults (ages 17-25) were reached through these initiatives. Respondents rated the impact these initiatives had on their clients (no impact, a small or limited impact, or a large impact). Eight of the 13 initiatives were rated as having had “a large impact.” The remaining 5 were rated as having had “a small or limited impact.” Respondents also indicated how helpful 4-H had been in supporting their organization’s work within the community on a scale from 1 to 5 (1= not at all helpful to 5 = extremely helpful). The mean for all 7 respondents was 4.25.

**Accomplishments and Impacts:**

The 4-H staff were catalysts in the establishment of the Holyoke Youth Task Force, which is currently comprised of over thirty different youth-serving organizations and city departments. The Youth Task Force coordinates a citywide effort to develop programs that support and empower youth, such as the Annual Holyoke Youth Summit. The Task Force has also secured funding that includes grant awards from the Department of Education to target youth violence, after school and summer programs.

In June 2001, 31 members of the Task Force were surveyed. Ninety-three percent believed the Task Force helped their organization reach their goals; 53% reported that the Task Force has been helpful in promoting collaboration and communication among member organizations; and 34% reported that the Task Force helped secure funding for youth programs in Holyoke. In addition, 86% of the respondents said they planned to participate on the Task Force "indefinitely," or for as long as they were professionally involved with youth in Holyoke.

Additionally, 4-H educators played a key role in establishing a voice for youth within the city through the formation of the Holyoke Youth Commission. The Youth Commission is comprised of approximately 15 youth from the City of Holyoke who meet weekly to identify critical issues and concerns that youth are facing and find ways to address these issues. Recently, the Youth

Commission organized a public forum to address concerns regarding statewide standardized testing requirements. They also helped to plan the Holyoke Youth Summit which led to the design and printing of a “Youth Vision Map” currently on display at City Hall.

In June 2001, youth from the Holyoke Youth Commission completed a questionnaire and 100% reported that they communicated better as a result of participating on the Youth Commission; 90% reported that they got along better with others; 90% believed that serving on the Youth Commission helped them become a leader in their community; and 80% believed that the Youth Commission helped them become a more confident person.

The Program Evaluator has worked closely with youth-serving organizations in Holyoke to design and implement evaluations. In progress are two, ongoing evaluations that document the longitudinal impact of an after school arts education program and a community-based, computer education initiative with 9 collaborating partners who operate community technology centers. The Program Evaluator also serves as a general evaluation consultant, providing evaluation education and tools to member organizations of the Holyoke Youth Alliance.

**Resource Commitment:**

USDA-Youth at Risk/MA State Strengthening Grant: \$50,000

**Collaborators:**

Holyoke Mayor’s Office, Holyoke Planning Department, Holyoke School Department, Holyoke Housing Authority, El Arco Iris, Nuestras Raices, Marken Properties, Girl’s Inc., Holyoke Boy’s and Girl’s Club, Holyoke YMCA, NEARIE School, Enlace de Familias, Holyoke Youth Service Corps, Holyoke Youth Alliance, Teen Resource Project, Holyoke Children’s Museum.

**Contact Person(s):**

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**Base program areas to which this program applies:**

Community Resource and Economic Development;  
Leadership and Volunteer Development;  
and 4-H Youth Development

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*Maryland ,District of Columbia*

***Summer Adventures with 4-H & the Metropolitan Police Boys and Girls Club, Washington, D.C.***

**Situation:**

In May 2002, the St. Mary's County 4-H program was contacted by Ms. Shonda Sheppard, Director of Programs and Community Relations with the Metropolitan Police Boys and Girls Clubs, Washington, D.C. to provide 4-H curriculum and programs to enhance the educational efforts of their summer camping program. Why St. Mary's 4-H? Their camping facility, Camp Ernest W. Brown, is located in Scotland, Maryland in the southern part of St. Mary's County. The camp was acquired by the organization in the 1960's. Since that time, the Metropolitan Police Boys and Girls Club, Washington, D.C. has brought thousands of boys and girls to camp in St. Mary's County.

**Program Description:**

Nearly 1000 boys and girls and 50 counselors and staff participating in the Metropolitan Police Boys and Girls Clubs, Washington, D.C. summer camping program at Camp Ernest W. Brown, participated in the St. Mary's County 4-H program through involvement in educational programs, projects, and curriculum for eight (8) weeks in the summer of 2002. Specific curriculum, projects, and programs included Leadership Development, Nutrition Education, Theatre Arts, Entomology, and Bicycle Safety. Leadership Development sessions were held 4 of the 8 weeks with all 50 counselor and staff. Nutrition Education classes were held for over 600 youth. Nearly all of the youth participating in the camp participated in the Theatre Arts program. Nearly all of the youth participated in the Entomology program. All counselors completed a 6 hour Bicycle Safety training program. Program objectives included: 1) Use hands-on and real life examples to strengthen developmental skills, life skills, and creativity; 2) Provide opportunities for all youth to participate in the 4-H program; & 3) Provide opportunities for youth to learn about subject areas that interest them.

**Stakeholders Satisfaction:**

One extension educator and one program assistant, both representing the 4-H Youth Development program spent a total of .15% and .50% FTE respectively to the program for eight weeks. Two teen volunteers served a total of 100 hours during the eight weeks. Approximately 1000 youth ages 8-13 and counselors/staff ages 15-21 participated in a wide variety of activities and programs involving various 4-H curriculum.

**Accomplishments and Impacts:**

Approximately 1000 youth, counselors and staff, who belong to the Metropolitan Police Boys and Girls Clubs, Washington, D.C., participated in the Summer 4-H Activities Program held at Camp Ernest W. Brown located in St. Mary's County. Participating youth, counselors, and staff were instructed in a variety of areas that included Bicycle Safety, Nutrition Education, Leadership Development, Theatre Arts, and Entomology. Further more, all youth were introduced to the St. Mary's County 4-H youth development program. One hundred percent (100%) of program participants were minorities. Some program impacts are listed below: Fifty (50) counselors participated in four Leadership Development workshops. 100% of counselors participating in the Leadership Development training sessions increased their knowledge in leadership practices and positive methods for working with youth.

95% of counselors participating in the Experiential Learning workshops successfully lead a recreational activity with their peers. 90% of counselors participating in the Experiential Learning workshops successfully lead a recreational activity with their campers. 100% of counselors participating in the session on setting goals, set at least one personal goal for personal

improvement while at camp. 65% of counselors who set at the personal goal reported that they accomplished it while in camp. 100% of counselors participating in the Leadership Development session reported that the sessions helped them become better counselors and individuals. One comment from staff included: “Your work with the counselors has helped them focus on their responsibility of counselor and has improved the overall camping experience for the campers”.

Six-hundred and twelve youth participated in the Nutrition Education program. Lessons were given to youth on the Food Guide Pyramid, where youth learned about the basic food groups and the benefits of eating appropriate portions of food from each group daily. All youth played Food Jeopardy, which included fruit and vegetable games that taught them information from the Food Guide Pyramid. Youth also prepared meals using food modules using their new knowledge. 75% of all youth participating learned new information about food and the Food Guide Pyramid. 100% of the youth made a food wheel, which reinforced the food group portions and reasons why they need to eat from each group. 100% of the youth learned how to eat properly to help prevent future illnesses such as cancer, calcium deficiencies, and hardening of the arteries. 100% of the youth learned that exercise with a proper diet helps decrease fat build up in the body.

**Resource Commitment:**

This program was funded by the Metropolitan Police Boys and Girls Clubs, Washington, D.C.

**Collaborators:**

Ms. Shonda Sheppard, Director of Programs and Community Relations - Metropolitan Police Boys and Girls Clubs, Washington, D.C.

**Contact:**

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**Base program areas to which this program applies:**

4-H Youth Development  
Leadership & Volunteer Development  
Nutrition, Diet and Health  
Community Resource & Economic Development

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*Maryland*

## **4-H in Europe and Korea**

**Situation:**

Children whose parents are serving in the US Army outside the continental United States (OCONUS) want to participate in the same type of activities that they did when they were in the US. With the help of Maryland Cooperative Extension and the USDA/Army Youth Development Project (AYDP), the US Army and 4-H has teamed up to provide one of those

“predictable services” OCONUS – 4-H Clubs for children and youth in grades kindergarten through 12.

**Program Description:**

Children in school age, middle school, and high school have regular opportunities to participate in out of school time programs. Recently these programs began offering 4-H at their centers. Children and youth complete surveys related to their interest areas, then Child and Youth Services (CYS) staff try to offer 4-H projects that reflect the children and youth’s interests. In order to compliment other youth development offerings, photography, citizenship, fine arts, and technology are standard projects at each 4-H Club.

**Stakeholder Satisfaction:**

11 school age and 4 youth programs have established 4-H Clubs OCONUS. These clubs meet at least 6 times a year for their business meetings and 6-8 sessions per project. Staff who work with the children and youth through the 4-H program offer project opportunities that are age appropriate and hands-on. The ethnically diverse staff helps to bring out the diversity of their own culture along with the culture of the children and youth. Children, youth and staff all enjoy working together and completing projects.

**Accomplishments and Impacts:**

With the help of Maryland Cooperative Extension and the AYD Project, many US children and youth living outside of the US have been able to participate in 4-H. They have learned life skills of learning to learn, making decisions, planning and organizing, and communicating with others. Youth have made a difference in their communities by

- Taking pictures of families and then helping to send them electronically to their families in the US,
- Teaching a creative arts project to children in the German schools,
- Community improvement through cleaning up and flower planting

They use their computer labs for more than playing games. They have applied what they have learned in 4-H and entered contest of other youth development organizations.

**Resource Commitment:**

The US Army and the Army Youth Development Project provided additional funds.

**Collaborators:**

Maryland Cooperative Extension, US Army Child and Youth Services, Army Youth Development Project.

**Contact Person:**

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**Base program areas to which this program applies:**

4-H Youth Development  
Family Development & Resource Management  
Leadership & Volunteer Development

## 4-H Fun Zone Project

### Situation:

According to a report released in 2000 by the U.S. Commerce Department's Census Bureau, about 7 million children aged 5 to 14 are left in unsupervised self-care for an average of six hours per week. Studies show that these children are at higher risk of getting poor grades, being victims of crime, or participating in antisocial behaviors such as experimenting with tobacco, alcohol, drugs and sex. Although 91 percent of adults in a nationwide poll stated it's important to ensure access for children to after-school programs in communities, only 30 percent of children have access.

### Program Description:

In response to these concerns, the Michigan 4-H Youth Development program created the 4-H Fun Zone Project: Positive Youth Development During Out-of-School Time. This multi-county project involves MSU Extension staff and full-time VISTA members (Volunteers in Service to America) working with local partners to design, coordinate and evaluate out-of-school time programs in low-income communities for young people aged 5 to 19. The emphasis of these programs (which occur after school, on weekends and during the summer) is on enhancing positive youth development in these areas: positive values, social competencies, positive identity, safety and support (caring adults, fun and educational activities), service to learning and commitment to learning. The project offers children a safe place to be, along with opportunities to explore topics not taught in the classroom (such as food and nutrition, performing arts, conflict resolution, anti-tobacco use strategies, to name a few.) The goal of each project county is to annually involve a minimum of 50 to 100 youth during the school year and 50 to 100 youth during summer programming in ongoing. Each project county is also charged with recruiting, training, and providing ongoing support for community volunteers to support the project long-term.

### Stakeholder Satisfaction:

Sixteen counties were involved during the second year of the 4-H Fun Zone Project (which took place from April 2001 through March 2002), and this included 23 full-time VISTA positions that were provided to MSU Extension through a grant from the Corporation for National Service. Michigan State University has approximately 5 FTEs involved in the project through percentages of two full-time state 4-H program leaders, one full-time state level VISTA and percentages of full-time MSU Extension 4-H staff members providing overall leadership for local programming efforts.

During the four reporting quarters of the second year of the project, the following youth and volunteers were involved in out-of-school time programming:

	4/1/01-6/30/01	7/1/01-9/30/01	10/1/01-12/31-01	1/1/02-3/31/02
Youth involved	1,843	1,713	1,284	720
No. volunteers / hours contributed	182 vol. 2,575 hours	162 vol. 3,539 hrs.	136 vol. 2,773 hrs.	108 vol. 1,658 hrs.

**Accomplishments and Impacts:**

The 4-H Fun Zone Project emphasizes strengthening life skills and assets in youth participants in the areas of positive values, social competencies, positive identity, safety and support, service to others, and commitment to learning. A “4-H Youth Assets” pre- and post-survey is used with young people aged 10 and over to gauge change in these areas. In Tuscola County, 56 pre- and post-surveys were completed by youth in grades five and six and significant changes ( $p < .05$ ) were found in social competencies, commitment to learning, services to others, positive identity and positive values as shown in the graph below:

Across the state, these changes are taking place through activities where young people are:

- Demonstrating a passion for writing in X-Press Creative Writing Clubs (Clinton County);
- Learning about aerospace and the Civil Air Patrol through collaboration with Davis Aerospace Technical High School (Wayne County);
- Gaining an appreciation for fresh vegetables, fresh air and safe and environmentally sound gardening techniques (Ingham County and Luce County);
- Exploring caves, canoeing, kayaking and rock climbing (Mackinac County and Menominee County);
- Taking part in community service activities that feed the hungry, beautify neighborhoods, benefit wildlife and the environment, and involve the writing, directing and producing of public service announcements (Luce, Wayne, Grand Traverse, Mackinac and Clinton Counties)
- Connecting with youth in other countries through sister city programs and the 4-H Children’s Chinese Art Exchange with China (Isabella, Lenawee and Wayne County).

**Resource Commitment:**

During the second year of the 4-H Fun Zone Project, project counties reported that \$576,278 in in-kind and cash resources were devoted to program efforts.

**Collaborators:**

Each local 4-H Fun Zone project represents a variety of community collaborators – schools, local community centers and a variety of other private and public partners. At the state level, partners include the Corporation for National Service, the Michigan Department of Community Health and the MSU Department of Park, Recreation and Tourism Resources.

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**Base program area to which this program applies:**

Leadership and Volunteer Development  
4-H Youth Development

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## 4-H Creative Arts Program in Self Esteem Development

### **Situation:**

Many Mexican citizens come to Chester County to work for the mushroom, dairy, livestock, and green industries, and for small businesses. As minority populations increase, assimilation of Mexican youth within the American culture is a priority and a culturally sensitive issue. Social educators suggest that it will be the youth who most influence the healthy assimilation of migrant and immigrant children, youth, and families (CYFAR 2001, San Diego California).

### **Program Description:**

Understanding the needs of the Mexican population of Chester County, Cooperative Extension 4-H staff developed a program for youth, partnered with stakeholders, and as a result, the program has taken on a life of its own within the community. Community members recognized the need to create educational partnerships and collaborations among service providers to nurture the Mexican migrant children, youth, and their families in the rural areas. The program is designed to develop self-esteem of individual youth and to foster individual and community esteem for families who maintain their cultural practices, traditions, and beliefs.

For the fifth consecutive summer, Penn State Cooperative Extension 4-H staff have teamed with 4-H alumni from Mexico (see Programs of Excellence, 2000), Chester County Migrant Education Program teachers, and local artists to deliver the *4-H Creative Arts Program in Self Esteem Development*. The program, available to Mexican migrant students in grades 5–8, has expanded to involve 4-H teens and 4-H alumni. The program offered in summer 2001 included a variety of culturally relevant activities:

- language and literacy exercises that foster character education
- photography
- 4-H Embryology Program
- 4-H "Friendship Bracelets" (through CYFERNet)
- armadillo and animal masks
- music by "Modern Mayan Productions"
- activities from Mexican communities
- 4-H Fair project

This traveling program is offered at different locations throughout the county. The following descriptions provide a flavor of the self-esteem building activities that are accomplished through exercises, presentations, and recognitions. For example, Mexican children and youth do not address adults with direct eye contact. Through morning and afternoon greetings, instructors reinforced greetings with individual handshakes, eye contact, and a "hello." Although a simple exercise, the youth used what they learned in communications with local artists.

In preparation for the 4-H Fair, teachers in the Migrant Education Program choose the armadillo for its animal theme, as it represents the self development of an individual. More than 25 Mexican migrant fifth grade students participated in the program. Students in grades 3 and 5 completed projects that were displayed at the 4-H Fair and at the Chester County Government Services Center during National Hispanic Awareness Month.

Also available to these migrant students is the 4-H embryology program. Poultry is native livestock to Mexican agriculture. The embryology program provides classroom teachers with fertile chicken eggs and incubators. Offered primarily to students in grades 3–5, the program not only develops an understanding of biology concepts but also helps students develop life skills. The 5th graders and their teen leader worked together to manage the equipment and turn the eggs. Observers indicated that the program created a stronger classroom community and the participants embraced a kindness, gentleness, and respect throughout the project.

**Stakeholder Satisfaction:**

The purpose of the program is to develop self-esteem of individual youth and to foster individual and community esteem for families who maintain their cultural practices, traditions, and beliefs. The agent committed nine days to this project. This program represents one component of a year long partnership with the Migrant Education Program. The *4-H Creative Arts Program in Self Esteem Development*, which began as a program to serve youth, has developed into a community effort that has enriched both the participants and the partners involved in the project.

**Accomplishments and Impacts:**

One measure of the success of this program is the increase in participation. More than 75 youth were involved in the 4-H program in summer 2002. The greatest impact of this program is the partnership 'tapestry' that continues to grow through a unique, culturally sensitive, educational coalition: CommUnity. This strengthened partnership has also resulted in the development of the Posada Navidena/Family Care Package program, an outgrowth of 4-H teen leadership activities and an expanding community network that helps meet the needs of Mexican families. Mexican migrant youth who participate in 4-H programs and in community leadership initiatives are serving as spokespersons, through newspaper stories and 21st century discussions, and they have participated in local-international 4-H programs.

**Resource Commitment:**

No external funds support the program.

**Collaborators:**

4-H teens, 4-H alumni, Master Gardeners, Chester County Migrant Education Program, CommUnity (an education coalition), local artists (Modern Mayan Productions, Esham Photography).

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**Base program areas to which this program applies:** (List those that apply)

Leadership & Volunteer Development  
Agriculture

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**Goal 3:**

**The 4-H volunteer and staff community, at all levels, will be skilled and knowledgeable in interacting with children and families from diverse groups.**

*California*

## **“The Neighborhood GreenNet Project” or “La Red Verde de la Vecindad”**

**Situation:**

“The Neighborhood GreenNet Project” or “La Red Verde de la Vecindad” is a collaborative project aimed at engaging low-income families, and in particular their children, who live in public housing in the city of Santa Barbara, in horticultural (green) educational projects and horticultural-based small business startups. GreenNet, in keeping with CYFAR’s technology initiative, has included the use of cutting-edge computer technology, thus providing participants access to web-based sources of information, organizing and planning tools, and networking capabilities. This effort represents GreenNet’s primary intended outcome:

“It is the GreenNet Project’s vision that young people and families participating in the project will develop self-sufficiency skills and abilities that will help them serve as examples of success and as agents of positive change in their communities.”

**Program Description:**

GreenNet is a collaboration between the Housing Authority of the City of Santa Barbara (HACSB) and the UC 4-H Youth Development Program. Based out of the 4-H Youth Learning Through Nature Green House Garden on the Santa Barbara high School campus, GreenNet is in a central location for many residents of public housing. Santa Barbara High School has also provided the after school use of their computer labs. Arroyo Gardens, a site owned and developed by the housing authority has been prepared to serve as a base for the next stage of expansion. The Family Opportunity Center was established by the Housing Authority on the grounds of one of their large housing units as a result of GreenNet. The center also includes a computer lab that is used for GreenNet computer classes. Principally personnel of the Housing Authority’s Resident Services Department staff GreenNet with the majority of the program’s staff having been bi-lingual and bi-cultural. GreenNet has also served as an opportunity to provide local teens who have served as paid project staff, working as activity leaders, website designers and assistant project coordinators. Likewise, teen volunteers who are performing school-required community service serve as staff assistants. These same teen volunteers are often hired project staff when they complete their community service. The over-whelming majority of the teen staff are also Latino and bi-lingual and they accurately represent the ethnic makeup of the majority of housing residents, which is over 90% Latino. The teen staff has helped mentor and teach the project’s young participants who range in age from 5 to 12 years of age. Participants learn through hands-on, experiential green projects that utilize the 4-H YES, SERIES, TWIGS and Junior Master Gardener’s curricula. Participation in GreenNet includes teen staff and youth participants developing community-based environmental projects.

**Stakeholder Satisfaction:**

GreenNet has over seven paid part-time staff that make up a total of 2.3 FTE. GreenNet classes meet twice a week for ten weeks. The sustainability of GreenNet has been assured as the

program has been included in the budget of the Housing Authority. Likewise, 4-H/UC Extension in Santa Barbara County will continue to support the program by providing staff training, and by helping secure additional funding and resources to support the program. 4-H and housing program staff have also been working together to develop community support for GreenNet, sharing the programs success with community officials and decision makers.

**Accomplishments and Impacts:**

Project accomplishments have included the development of two native-plant nurseries for local restoration projects. Project staff report that many of the teen participants in GreenNet have gone on to college education, and several have elected to major in business, technology, science or a science-related fields. The majority of these teens have expressed to staff that their GreenNet experience helped them develop new work skills and self-confidence. GreenNet staff recently developed the “Splash to Trash” project designed to inform and engage housing residents in local water quality and waste management issues. In developing the curriculum, they drew on 4-H SERIES, YES and CASEC (California Aquatic Science Education Consortium) curricula.

Since 1998, GreenNet has involved over 550 youth and 350 housing resident families throughout the city of Santa Barbara. Overall, GreenNet has been successful in making positive contributions to the community and the agencies involved. GreenNet has helped develop the capacity of the Housing Authority’s Resident Services division and it has helped the local 4-H program more effectively serve an urban community.

**Resource Commitment:**

External funding included:  
\$26,000.00 from the US Department of Justice  
\$10,000 raised in donations from local businesses  
\$8,000 from RREA funds  
Approximately \$8,000 money raised from the sale of native plants

**Collaborators:**

Resident Services, Housing Authority, City of Santa Barbara  
Santa Barbara High School

**Contact Person(s):**

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**Base program areas to which this program applies:**

Natural Resources Environmental Management, Community Resource & Economic  
Development, Agriculture, Leadership & Volunteer Development  
4-H Youth Development, Family Development & Resource Management

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*Georgia*

## **F.L.A.S.H PROGRAM**

### **Situation:**

McIntosh county is a large rural non-agricultural, non-industrial coastal county in Georgia. Data analyzed for 1994-1998 showed a sharp increase in teen pregnancies to unwed teenage mothers and a 50% increase in sexually transmitted diseases being reported in McIntosh county. The school system felt compelled to become pro-active and decided to provide Health education to all middle school students. After soliciting public input the Board of Education adopted the Family Life and Sexual Health (F.L.A.S.H.) curriculum. The school system curriculum director asked the McIntosh county Extension 4-H agent to act as a resource teacher and implement the program.

### **Program Description:**

Students receive a three day program of instruction of 90 minutes per schedule block. Sixth grade students receive 1<sup>st</sup> year instruction, 7<sup>th</sup> second and 8<sup>th</sup> third. The material covered is age grade appropriate. The program is taught gender separate to alleviate apprehension when asking questions. Though genders are separated the same material is covered. There is an introductory session which helps set the tone for the class. Students are reminded to be respectful to all who choose to participate in discussions and that proper terminology, not slang must be used. Sections covered include puberty, sexual health and hygiene, sexually transmitted diseases, acquired immune deficiency syndrome, reproductive system, decision-making, touch and abstinence, birth control and resource people.

### **Stakeholder Satisfaction:**

The program is starting it's fourth year and has stood the test of a new school administration. The science teachers whose class this is presented in gave F.L.A.S.H. high marks. Parental support is very encouraging. In three years only 7 students out of 1260 have had parents opt them out of the instruction. The McIntosh county Family Connection Collaborative's No Baby Team receives quarterly reports during committee meetings and have been supportive.

### **Accomplishments and Impacts:**

Pre-post tests yielded an average of 20% increase in knowledge gained. Parental, school and community awareness and support have been positively impacted by the F.L.A.S.H. program. Long term data will yield more accurate impact on the changes in behaviors of the participants by showing a decrease in teen pregnancy in the high school and reports of incidences of sexually transmitted diseases and aids cases.

### **Resource Commitment:**

Curriculum resources and support is provided by the McIntosh County School System.

### **Collaborators:**

The Cooperative Extension agent and program assistant; McIntosh County Health Department, McIntosh County school system and McIntosh county Family Connections Collaborative.

**Contact Person (s):**

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**Other base program areas this program applies to:**

4-H/Youth Development  
Family Development & Resource Management  
Nutrition, Diet and Health

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*Michigan*

## **4-H Partnerships for Activism and Social Justice**

**Situation:**

Threats, words of hate and harassment that target groups based on race, ethnicity, gender, sexual orientation, economic class, and physical and mental abilities appear to be on the rise in communities across the country. The Michigan 4-H Partnerships for Activism and Social Justice (PASJ) Project offers teens and adults ways to intentionally focus on these issues and work together to make a positive difference in the culture and climate of their communities.

**Program Description:**

4-H PASJ (pronounced “passage”) was created in 2001 through energy in Michigan 4-H around creating community-wide efforts in character development that focus on building people’s capacity for trustworthiness, respect, responsibility, fairness, caring and citizenship. This youth and adult leadership project takes these issues of character development and moral education to a deeper level. It focuses on how youth working alongside adults can be educators and activists who are working to create caring and positive communities. Together, they examine issues of human difference, the destructive nature of “better than/less than” thinking and the harmful effects of prejudice and discrimination on people and communities. This work is done through intensive and audience-specific training of youth, volunteers and staff members to empower them to take action in their local communities to address social justice issues.

During 2001, seven teams of teens and adults from across the state formed the core statewide PASJ team. These teens and adults took part in several intensive learning experiences, including attending a national “Youth & Adults Uniting for Community Change” conference in Washington, D.C., participating in a weekend retreat, and attending a three-day workshop for more in-depth training. They also carried out local PASJ projects supported by mini-grants, contributed to the development of an educational videotape on anti-bullying, and planned and taught at the Impact 2002 weekend workshop that was held on March 22-24. Ninety-nine youth and adult participants attended the Impact 2002 workshop where they took part in sessions on topics such as the role of music in social justice issues, understanding disabilities, speaking out on social issues, character education, Arab-American culture, and ways to carry out PASJ projects locally.

**Stakeholder Satisfaction:**

Participants in the Impact 2002 workshop indicated a high degree of satisfaction with the workshop experience (a mean of 4.0 on a 5.0 scale). Participants involved with the core state PASJ team showed an even higher level of satisfaction with their workshop experiences (4.5). Michigan State University has approximately 1 FTEs involved in the project through percentages of two full-time state 4-H program leaders and one part-time MSU Extension Diversity and Personnel specialist, and percentages of full-time county MSU Extension 4-H staff members providing guidance for local programming efforts.

**Accomplishments and Impacts:**

The PASJ project has impacted hundreds of people throughout Michigan – through both the state levels workshops that have been held and through the local community projects that PASJ teams have carried out. Examples of local projects included cultural education with third grade students, workshops on character and diversity education offered for youth and adult leaders, and a multi-school t-shirt design contest to celebrate diversity. Since the teens involved with the core state PASJ team experienced the most intensive learning and leadership experiences, the impact on their development was significant. Quotes from this group include the following:

- *My communication and leadership skills have improved dramatically through this project.*
- *PASJ had a profound impact on me personally. I've grown up through my experiences with PASJ. I've learned empathy and public speaking skills, but I've also learned a lot about myself, about who I am and what I'm comfortable with.*
- *I learned skills I was able to bring back to my county and share with others. PASJ really opened my eyes!*
- *I learned that it's okay to be an individual and that it takes a lot of courage to be able to stand up for something that everyone else doesn't.*

The voices shared by the young people through the videotaping aspect of this project will also have a significant impact. Their “video presence” has been integrated into an adult workshop titled “Building Circles of Support! Understanding, Confronting and Eliminating Bullying Behaviors” that will be experienced by more than 500 participants during a series of fall 2002 workshops.

**Resource Commitment:**

Private grants were made to the Michigan 4-H Foundation from the Charles J. Strosacker Foundation (\$40,000) and the Harry A. and Margaret D. Towsley Foundation (\$55,000) to support the creation of communities committed to character development. Portions of these grants were used to support the Partnerships for Activism and Social Justice project.

**Contact Person(s):**

Karen Pace, 4-H Program Leader and MSU Extension Specialist for Diversity and Multiculturalism, Janet Olsen, Associate 4-H Program Leader, Michigan State University Extension, Phone: (517)432-7575; Fax: (517)355-6748, Email: Janet Olsen – [olsenj@msue.msu.edu](mailto:olsenj@msue.msu.edu); Karen Pace – [pace@msue.msu.edu](mailto:pace@msue.msu.edu)

**Base program areas to which this program applies:**  
Leadership and Volunteer Development, 4-H Youth Development

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*Ohio*

## **4-H Volunteer Conference & Bob Evans Farms 4-H Volunteer Recognition Luncheon**

### **Situation:**

This program met many needs of the 4-H Volunteers in Ohio. We recognized volunteers for their tenure as well as for their creative volunteer efforts in all phases of the 4-H program. Participants selected from over 100 workshops to better deliver programs for their local clubs.

### **Program Description:**

This annual event combined the Ohio Volunteer Recognition Luncheon with a broad based 4-H Volunteer Education Conference. The luncheon provided an opportunity to recognize selected volunteers for outstanding contributions to Ohio 4-H and additional volunteers on the basis of tenure with Ohio 4-H. The volunteer conference provided a sound, inter-disciplinary volunteer education experience that reached over 1400 adult and youth volunteers in 2002.

### **Stakeholder Satisfaction:**

This educational program is an optional commitment for FTEs. There are 78 counties out of the 88 in Ohio that had participation in the conference. Many FTEs deliver programming as workshop presenters. There is an Ohio Volunteer Conference Steering committee that is made up of 43 volunteers from across the state. These volunteers are made up of 4-H club advisors, county extension 4-H professionals, and state extension specialists. All of these are very committed to 4-H Volunteer Development.

### **Accomplishments and Impacts:**

The Ohio 4-H Volunteer Conference and Bob Evans 4-H Volunteer Recognition Luncheon strengthened the Ohio 4-H Youth Development Program in two key ways. Over 1400 youth and adult volunteers participated in five hours of educational workshops, through which they gained knowledge and skills that will make them more effective volunteers at the county level. The recognition luncheon helped motivate volunteers to continue the work they do and provided examples of innovative ways other volunteers have used to recruit new audiences, increase membership, develop leadership, develop innovative programs and serve the community.

### **Resource Commitment:**

This program is funded very uniquely through several means. Listed below are the ways that this year's program was funded.

Each participant except award recipients paid a registration fee of \$20.

Gifts and Grants assisted in keeping the cost of the program low. Our key sponsor was Bob Evans Farms with a \$15,000 contribution. Counties also contributed over \$16,000 as they

bought into the program for volunteer training for their volunteers. There were also 7 donors who contributed \$1000 to sponsor a volunteer award category. The awards these donors sponsored were Community Service, Meritorious Service, Recruitment, Innovator, Friend of 4-H, Hall of Fame, and Leadership Development.

The Ohio 4-H Foundation also contributed \$3000 of support.

**Collaborators:**

The Ohio 4-H Volunteer Conference has many collaborators that make this program successful. Instead of having subject matter trainings throughout the year by different specialists for educational purposes for 4-H volunteers, it is encouraged that all training be held at the Ohio 4-H Volunteer Conference. We have had other states send delegations to the conference to see how it is set up and how it works. The steering committee is the backbone of the conference. These unique individuals are committed to volunteer development training. They feel that the Ohio Volunteer Conference is a program for all 4-H volunteers.

**Contact Person (s):**

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2120 Fyffe Road, Columbus, OH 43210-1084

**Base program areas to which this program applies:**

Leadership and Volunteer Development  
4-H Youth Development

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**Goal 4:**

**4-H will become technologically savvy so that 4-H youth and adults will thrive in a technology-based society.**

*Washington*

## **Fashion Institute**

**Situation:**

4-H leaders use the same curricula materials for youth enrolled in the 4-H clothing project from 6<sup>th</sup> through 12<sup>th</sup> grade. Many high schools do not offer courses in the apparel design fields. Washington State's apparel and textile industry ranks 3<sup>rd</sup> highest in national productivity. Washington State University's Department of Apparel, Merchandising, and Interior Design is the fastest growing department in the College of Agriculture and Home Economics. Opportunities are needed to stimulate the creative and technology interests of teens and adults and to help them become aware of creative courses at WSU and career possibilities in the apparel industry.

**Description:**

Fashion Institute is a week-long event conducted at Washington State University in Pullman. The WSU Cooperative Extension Clothing & Textiles Team and the WSU Department of Apparel, Merchandising, and Interior Design Department sponsored the second biennial Fashion Institute July 15-19, 2002.

Participants expanded their creative talents through hands-on sessions in apparel pattern making, textile design, and computer-aided design. The teens and adults learned from WSU professionals about marketing their creative products, courses of creative study at WSU and career possibilities in the apparel industry. Participants networked with others interested in clothing, textiles, technology, and creativity. Participants used "state of the art" technology and equipment to develop their designs.

Participants in the Pattern Making Track made custom body forms and gained expertise in a variety of pattern making skills (draping, flat pattern, knocking off) essential to creating original apparel designs. Those in the Textile Design Track gained experience using canned embroidery, designing original embroidery using customizing software, and doing free motion work. The creative work of the participants was juried and displayed at an Award Exhibition and Brunch attended by campus administrators, faculty, participants, friends and parents.

All participants gained life skills promoted through 4-H: wise use of resources, communication, accepting differences, and marketable skills.

**Stakeholder Satisfaction:**

Those participating in the Fashion Institute rank it very high on hands-on experiences, learning new concepts and techniques, and networking. Participants thought that the learning environment was good and the instructors outstanding. Many of the participants thought that they had gained a lot of marketable skills.

**Accomplishments and Impacts:**

Participants learned to express their creativity through pattern making and textile design by using "state of the art" technology and equipment.

Participants became more knowledgeable about creative courses at WSU and career opportunities in the apparel industry. Some of these individuals may further their education by enrolling in the Department of Apparel, Merchandising and Interior Design at Washington State University or a similar program at another university.

Participating Family Consumer Science teachers, Cooperative Extension professionals, WSU Extension Clothing and Textile Advisors and 4-H leaders will be able to add a new dimension to their clothing and textile programs based on the knowledge/skills gained at Fashion Institute 2002.

**Resource Commitment:**

\$7000 from Extension helped fund Fashion Institute 2000. Fashion Institute 2002 was funded by the participants. In-kind contributions were from Bernina of America, Gingher, Inc., Sew News Magazine, Sandy's Machines and Fabrics, Center Vac and Sew, Franklin, Grant, and Lincoln County Cooperative Extension Offices, and the State 4-H Office.

**Collaborators:**

Washington State University Cooperative Extension Clothing & Textile Team (state and county professionals and volunteers) and faculty from the Department of Apparel, Merchandising & Interior Design.

**Contact Person:**

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**Base Program Areas This Program Applies to:**

4-H Youth Development  
Family Development & Resource Management

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